

TABLE TWELVE

Women as a % Total Enrolment by Division, Ontario

Division	Women as % Enrolment	
	1973 - 4	1974 - 5 <sup>(9)</sup>
Technology	9.2%	10.9%
Business	46.6%	49.2%
Arts	59.5%	62.6%
Health	94.0%	94.0%
Other	23.2%	33.4%
TOTAL	49.1%	51.4%

In one year, the proportion of women students increased in all Divisions except Health where they continued to make up 94% of the total enrolment.

Initially, it would appear that in the Business Division there is the most equitable male/female split in enrolment. Women made up 46.6% of students in 1973-4; 49.2% in 1974-5. Further examination of the data, however, reveals that within this Division there are two quite distinct programs. The secretarial program has a student body which is 97% female. The administrative program has only a 20% female enrolment.

In the college system, there are no undergraduate and graduate level courses as are found in universities. Courses do differ in length, however, and women are found to enrol in shorter length programs.

TABLE THIRTEEN

Enrolment by Length of Program

Length of Program	% Males	% Females
1 year	58.9	62.3
2 year	31.5	35.1
3 year	9.6	2.6
4 year	.02	.004
TOTAL	100%	100%

Community Colleges offer a wide range of programs within the four Divisions of Technology, Business, Arts and Health. As was found in universities, there are female dominated courses and male dominated. The courses in each area are consistent with traditional stereotypes. The enrolment pattern at one representative urban college has been chosen to illustrate this point.

TABLE FOURTEEN

Proportion of Female Students in Program Areas

Proportion Female	No. of Courses	Examples
All Female	18	fashion services, family living, 15 secretarial courses
Over 65% female	9	childcare worker, travel & tourism, nursing
35% - 65% female	10	hotel resort management, business general accounting, industrial microbiology
0 - 35% female	22	radio & television, business administration, aircraft maintenance
All male	26	electronic technology, fluid power control, recreation management

A major part of programming in the community colleges is devoted to retraining and apprenticeship programs and other types of continuing education. Unfortunately, few of the institutions have maintained detailed statistical records on these programs until recently. Worthy of note are the special courses offered over the past five years by a number of colleges in the continuing education division. Aimed specifically at women, these courses have served as an introduction to opportunities for further education, skill training and employment. Response to these programs has been positive and often participants have gone on to enter the college system or the labour market. Such outreach programs, specifically to women, are an invaluable part of the continuing education network.

## CONCLUSION

The percentage of women enrolled in post-secondary educational institutions has increased in the past decade. Examination of statistics reveals that in universities and community colleges changes are beginning to occur as women enrol in greater numbers and start to enter non-traditional fields of study.

Many individual colleges and universities have chosen to study the status of all women in their institution to ascertain whether anomalies between men and women exist. Careful internal monitoring such as this will assist women at all levels - students, faculty and support staff.

## FOOTNOTES

- (1) *Census of Canada*, 1971, Catalogue CS 94-772.
- (2) "The Relationship of Education and Training to Labour Force Activity", feature in Statistics Canada, *The Labour Force*; Catalogue 71-001 (September, 1974).
- (3) M. Porter, J. Porter and B. Blishen, *Does Money Matter?*, Institute for Behavioural Research, (Toronto, 1973), p. 120.
- (4) *Ibid*, p. 121.
- (5) All statistics on university enrolment are from Statistics Canada, Education, Science and Culture Division for 1973-4, courtesy of the Ontario Ministry of Colleges and Universities.
- (6) Ontario Department of Education, *Basic Documents*, Toronto, June 1967, p. 13.
- (7) Study prepared for the Commission on Post-Secondary Education in Ontario, *The Ontario Colleges of Applied Arts and Technology*, Queen's Printer (Toronto, 1972) p. 40.
- (8) All 1973-4 statistics are from one source: *Report to the Ministry of Colleges and Universities on Women and the Colleges of Applied Arts and Technology*, (1975).
- (9) Courtesy of the Ontario Ministry of Colleges and Universities.



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Women in the Labour Force - Fact Sheets

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## WOMEN IN THE LABOUR FORCE

## "EDUCATION"

NO. 5 in a series of factsheets produced by

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## PREAMBLE

One of the most pervasive myths about working women states that women are not as well qualified as men and that this hinders them in the labour market. In fact, in general terms, working women are slightly better educated than their male counterparts. Detailed examination of the statistics, however, reveals that many women are still following educational programs in the Arts or training for traditionally female occupations such as nursing and teaching. Additionally, in universities fewer women than men proceed to graduate level programs.

This situation has begun to change. At this time, however, it is essential to monitor carefully the enrolment patterns of young women and to encourage them to enter non-traditional fields. The material presented here deals almost entirely with students in universities and community colleges. Similar monitoring could be considered for both manpower training and continuing education courses in the colleges to ensure that here also change occurs through the enrolment of more women in technical and administrative courses previously dominated by men.

## EDUCATION AND THE LABOUR FORCE

The level of educational attainment of the Ontario labour force has continued to increase. The female labour force, however, is still somewhat better educated, on average, than the male.

TABLE ONE

Labour Force by Level of Schooling, Ontario, 1971<sup>(1)</sup>

Highest Level of Schooling	% Men in Category	% Women in Category
Less than grade 9	27.2%	19.4%
grades 9 - 12	32.4%	33.6%
grades 12 - 13	24.6%	35.2%
some university	7.6%	7.2%
university degree	8.3%	4.7%
TOTAL	100%	100%

A larger percentage of women than men have progressed beyond grade 9 but fewer women have a university degree.

The more educated a woman is, the more likely she is to be in the Canadian labour force. Only 14% of women with less than a grade 5 education worked in 1973, contrasted with 66% of those with a university degree.

TABLE TWO

Female Participation Rates by Level of Education, Canada - 1973<sup>(2)</sup>

Level of Education	Female Labour Force Participation Rate
under grade 5	14.0%
grades 5 - 8	22.8%
some high school	36.1%
completed high school	50.1%
some university	61.9%
university diploma	61.4%
university degree	66.0%
some other education or training	52.4%
completed other education or training	57.7%
TOTAL	40.1%

## EXPECTATIONS OF STUDENTS

Women do not proceed to post-secondary education on a part-time or full-time basis, on a level proportionate to their share of the total population. Women make up approximately one-half of the people of Ontario but less than 40% of those enrolled in universities.

The question of why relatively fewer women attend college or university has been addressed in numerous articles. Patterns of socialization have been documented showing that young women are not guided toward further education. Numerous structural and internalized barriers stand in their way. The only acceptable goals are often those of marriage and motherhood. Too often, no one tells young women of the generally accepted estimate that 9 out of every 10 of them will spend a mini-



mum of twenty-five years in the labour force. In Ontario today, there are more than half a million working women who are the sole support of themselves and often their families.

Young women are not made aware of the realities in their future. Many live in a dream world, envisioning a total work force commitment of perhaps three years after high school graduation, followed by marriage, and full-time childrearing, abetted by total economic security. Anticipating such a life, they often reject the need for post-secondary education.

In their study, "Does Money Matter? ", Porter et al examined the expectations of high school students with respect to post-secondary schooling. As could be predicted, they found fewer females than males whose expectation on graduation was further education.

TABLE THREE

Expectations of Grade 12 Students Following High School, Ontario, 1971<sup>(3)</sup>

Expectations	%Male	%Female
go to work	17%	30%
non-university post-secondary	28%	29%
university	40%	29%
other/don't know	15%	12%
TOTAL	100%	100%
	(N=1329)	(N=1296)

Almost one-third of the young women expected to enter the labour force directly, contrasted with only 17% of the young men. Although 40% of the males and only 29% of the females planned to attend university, roughly the same proportion of each sex expected to go on to non-university post-secondary training.

The same study examined the expectations of the student in the sample who had high academic ability. They found that socio-economic status (ascertained using Blishen's occupational scale ranking occupations by education, income and prestige) of the parents was a determining factor for all students in setting educational goals. At all levels, however, more boys than girls expected to attend university.

TABLE FOUR

Educational Expectations of High Ability Students, by Socio-Economic Status and Sex, Ontario, 1971<sup>(4)</sup>

Grade Level	Socio-Economic Status of Parents	% Expecting to go to University	
		Male	Female
Ten	High	70%	57%
	Medium	49%	43%
	Low	39%	28%
	Total	58%	39%
Twelve	High	75%	65%
	Medium	55%	45%
	Low	44%	30%
	Total	52%	43%

UNIVERSITY STUDENTS<sup>(5)</sup>

Examination of university enrolment statistics demonstrates that the more advanced the program, the smaller the proportion of women students. Additionally, women tend to cluster in traditionally female courses such as Arts.

Information from the Ontario Universities Application Centre shows that fewer women than men apply for admission. Although 41% of applications are from women, they are accepted at a rate slightly higher than men. Of all students registering in the first year of a university program in 1973, 43% were women.

During recent years, the proportion of women students at all levels has increased. They are still not represented at a level proportionate to their share of the population, however. This is particularly evident in graduate school enrolments.

TABLE FIVE

Full-Time Female Enrolment in Ontario Universities by Degree 1970 - 1974

Academic Year	% Female Enrolment		
	Undergraduate	M.A.	Ph.D
1970 - 1971	36%	24%	16%
1971 - 1972	38%	25%	18%
1972 - 1973	38%	24%	19%
1973 - 1974	40%	27%	22%

Although there is a noticeable decrease in the percentage of enrolled students who are women at the more advanced levels of study, there is a lessening of this drop off in 1973 - 1974 between the M.A. and Ph.D programs.

The past four years have seen dramatic changes in the enrolment picture for part-time students. The majority of part-time undergraduates are now women although at the graduate level, men still predominate.

Many of these part-time women students are attending university to upgrade themselves after some years away from formal education and/or the labour market. Often they would prefer to be in full-time attendance but family or work responsibilities preclude such a commitment.

TABLE SIX

Part-Time Female Enrolment in Ontario Universities by Degree 1970 - 1974

Academic Year	% Female Enrolment	
	Undergraduate	Graduate
1970 - 1971	48%	22%
1971 - 1972	54%	21%
1972 - 1973	56%	21%
1973 - 1974	58%	22%

The marked increase in undergraduate female enrolment and relative stability at the graduate level has led to a situation where the attrition rate prior to graduate study has in fact increased for women part-time students in the past four years.

In the same manner as women in the labour force in Ontario cluster in certain occupations (e.g. clerical, sales, nursing), women students enrol in Arts programs or training programs for "female" professions such as nursing. Of all women enrolled in full-time courses leading to a B.A. or first professional degree in 1971, 83.3% were in Arts and Science, Education, Household Science, Nursing or Social Work. Comparable figures for 1973-1974 are not available at this point but the following table indicates a similar concentration of women into certain fields.

TABLE SEVEN

Full-Time Undergraduate Female Enrolment by Field of Study 1973 - 1974

FIELD	FULL-TIME			PART-TIME		
	#F	F as %	% All F	#F	F as %	% All F
Arts and Science	13,288	45%	30%	14,778	64%	65%
Education	4,014	52%	9%	124	31%	1%
Fine & Applied Arts	2,270	61%	5%	434	67%	2%
Humanities	5,840	54%	13%	2,407	62%	10%
Social Science	8,565	35%	19%	4,483	46%	19%
Agriculture	3,666	45%	8%	299	64%	1%
Engineering	371	4%	1%	8	2%	-
Health Professions	3,263	53%	7%	223	97%	1%
Math & Physical Science	1,636	24%	4%	228	20%	1%
Not Reported	2,131	45%	5%	-	-	-
TOTAL	45,044	40%	100%	23,078	58%	100%

Statistics on part-time enrolments reveal that here also women are concentrated into only a few areas. 94% of all female part-time undergraduates are in the fields of Arts and Science, Education, Humanities and Social Science.

There are 63 undergraduate level programs in Ontario Universities. Of these, eleven have a predominately female enrolment, that is 70-100% of the students are women. Representative of this group are nursing, social work and music education. Nineteen of the programs have a mixed enrolment (30-69% female) including classics, sociology, pharmacy and secondary education. The final group are the male dominated courses (less than 30% female enrolment) and here are such programs as commerce, law and engineering. There are thirty-three male dominated courses, three times as many as with a predominantly female student population.

As was noted previously, fewer women than men proceed to graduate level study. Those that do tend to cluster in the same areas as do undergraduate women, particularly in the fields of Humanities and Social Science.

TABLE EIGHT

Graduate Female Enrolment by Field of Study, 1973-1974

Field	Full-time Graduate Students		
	#F	F as % all Students	% F
Education	318	42%	10%
Fine Art	83	53%	3%
Humanities	1,050	38%	33%
Social Science	1,188	25%	37%
Agriculture & Biological Science	186	24%	6%
Engineering	49	4%	2%
Health Professions	134	29%	4%
Mathematics	194	12%	6%
Not Reported	23	-	1%
TOTAL	3,202	25%	100%

At both the undergraduate and graduate level, women form a substantial percentage of students in health professions. As in the labour force, however, within this field, women are clustered in specific programs - nursing, rehabilitative medicine, pharmacy and art applied to medicine. Women form only a small percentage of the enrolment in those courses leading to degrees in optometry, dentistry, or medicine.

TABLE NINE

Enrolment of Women in the Health Professions Ontario 1973 - 1974

Program	F as a % all	
	Full-time Undergraduates	Full-time Graduates
Dentistry	7%	-
Optometry	16%	-
Paraclinical Science	18%	30%
Medicine	21%	20%
Basic Science Medicine	24%	24%
Art Applied to Medicine	60%	-
Pharmacy	63%	11%
Rehabilitation Medicine	95%	-
Nursing	99%	100%
Public Health	-	44%
Other	-	25%
TOTAL	53%	29%

Few women have yet entered the predominantly male professions, although this situation is now changing, particularly in some schools of law and medicine. In one Ontario medical school this year, 50% of the first year enrolment was female.

TABLE TEN

Women in Non-Traditional Professional Schools

Profession	Women As % Total Enrolment	
	1971 - 1972	1973 - 1974
Architecture	10%	15%
Commerce, management, administration	9%	26%
Engineering	1%	2%
Law	11%	17%
Dentistry (DDS)	6%	7%
Medicine (MD)	18%	21%
Veterinary medicine	16%	24%

In just one year there have been increases in the percentage of students who are female in all professional schools. If first year enrolment figures only were examined, women would be seen to have made even stronger progress toward entering the professional areas previously dominated by men.

COLLEGES OF APPLIED ARTS AND TECHNOLOGY (C.A.A.T.s)

In 1967, Ontario established 20 Colleges of Applied Arts and Technology, the purposes of which were to:

- (1) provide courses of types and levels beyond, or not suited to, the secondary school setting;
- (2) meet the needs of graduates from any secondary school program, apart from those wishing to attend university; and
- (3) meet the educational needs of adults and out-of-school youth, whether or not they are secondary school graduates. <sup>(6)</sup>

Today, there are 22 colleges throughout the province, serving 54,440 post-secondary students. In addition, they offer retraining, apprenticeship and general interest programs.

The only comprehensive data available at this time on the Colleges refers almost entirely to students in post-secondary programs. Any statistics, therefore, will deal with these students only, unless otherwise noted.

In the 1970-71 academic year, 27.6% of all post-secondary students in the community college system were female.<sup>(7)</sup> By 1973-74, this figure had increased to 49.1% and in the following year for the first time, more than half of the student body (51.4%) were women. At the time of printing, detailed information on student enrolments was not available on the 1974-75 academic year. Therefore, with the exception of statistics in Table 12, all data is for the previous school year.<sup>(8)</sup>

Women in the college system cluster in traditionally female programs as was found in universities. The largest percentage of women are enrolled in Health programs, the area with the fewest men. Conversely, the majority of men are in Technology, a division with low female enrolment.

TABLE ELEVEN

Enrolment of Male and Female Students by Division, 1973 - 4.

Division	% All	
	Males Enrolled	Females Enrolled
Technology	44.1%	4.7%
Arts	26.8%	24.3%
Business	22.2%	33.8%
Health	2.2%	35.7%
Other	4.8%	1.5%
TOTAL	100%	100%

Many women are found in Arts programs and there they cluster particularly in the Early Childhood Education and Fashion Design courses.

If one examines the proportion of each Division's enrolment which is female, it becomes evident that there is a male Division, Technology, and a female Division, Health.